

## Mind Mapping Strategy in Teaching Reading of Report Text for Tenth Graders

**Mind Mapping Strategy in Teaching Reading of Report Text for Thenth Graders****Alfianita Defi**

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[Alfianitadefi@mhs.unesa.ac.id](mailto:Alfianitadefi@mhs.unesa.ac.id)**Abstrak**

Strategi *mind mapping* adalah strategi yang menggunakan seluruh otak untuk menghasilkan kesan yang penting dengan menggunakan visual dan grafik lainnya. Penggunaan strategi ini adalah salah satu cara untuk mengajar di semua kelas dan dalam beberapa jenis teks. Di penelitian ini, peneliti fokus pada penerapan strategi *mind mapping* dalam membaca teks Report, khususnya bagaimana proses pengajaran membaca dengan menggunakan strategi *mind mapping* untuk siswa kelas X dan bagaimana tanggapan siswa pada penerapan strategi *mind mapping* dalam pengajaran membaca teks *Report*. Penelitian ini adalah penelitian kualitatif yang menggunakan studi interpretatif dasar. Subjek penelitian adalah guru Bahasa Inggris dan 36 siswa X-IPS 3 di SMAN 1 PORONG. Instrumen yang digunakan peneliti adalah catatan lapangan, wawancara dan kuesioner. Dari hasil tersebut, dapat disimpulkan bahwa penerapan strategi *mind mapping* dalam pengajaran membaca teks *Report* berjalan dengan sukses. Hasil menunjukkan bahwa guru telah menggunakan tahapan mengajar yang sesuai dengan kegiatan membaca, yakni kegiatan awal membaca, kegiatan inti membaca, dan kegiatan akhir membaca. Selain itu, guru juga telah menguasai strategi *mind mapping*. Kemudian, berdasarkan kuesioner yang diisi oleh siswa, kebanyakan dari mereka memberikan tanggapan yang positif, banyak siswa yang menyukai strategi ini. Para siswa merasa senang ketika membaca, hal ini dikarenakan strategi ini dapat membantu siswa untuk memahami teks dan mengingatnya lebih mudah. Strategi *mind mapping* juga dapat menumbuhkan kreativitas para siswa dan membuat mereka semakin tertarik untuk membaca karena mereka dapat belajar dengan menggambar. Namun, ada beberapa siswa yang mengalami hambatan untuk membuat *mind map* dikarenakan beberapa dari mereka bingung untuk mencari informasi penting dan tidak mahir dalam berbahasa Inggris. Untungnya, hambatan hambatan tersebut tidak mempengaruhi kemampuan mereka untuk membuat *mind map* dalam membaca teks *report*.

**Kata Kunci:** Strategi *Mind Mapping*, Membaca, Teks *Report*.

**Abstract**

Mind mapping is a strategy to use the entire brain to generate a significant impression by using visual and other graphics. Using mind mapping strategy is one of the ways to teach in all graders. The researcher focus on the implementation of mind mapping strategy in reading of Report Text, specifically in how the process of teaching reading by using mind mapping strategy for students of tenth graders and how the students' responses on the implementation of mind mapping strategy in teaching reading of Report Text. This study used basic interpretive qualitative studies. The subjects of the study were an English teacher and 36 students of X-IPS 3 in SMAN 1 PORONG. The instruments that the researcher used were field notes, semi structured interview, and open-ended questionnaire. From the result, it can be concluded that the implementation of mind mapping strategy in teaching reading of Report Text was successful. It was showed that the teacher used the appropriate teaching stages in a good way and the teacher was already mastered in this strategy. Furthermore, most of the students give positive responses because they like to use this strategy. They felt happy when they read the text because this strategy could help them to get better comprehend in reading and remember the text easily. Mind mapping strategy also could build the students' creativities and made them more interested to read because they could learn by drawing. However, some students had challenges to make mind map because some of them confuse to find the important information and they did not master in English. Fortunately, those challenges did not influence their ability to do mind mapping in reading of Report Text.

**Keywords:** Mind Mapping Strategy, Reading, Report Text.

**INTRODUCTION**

In foreign language learning, reading is a process when readers learn from what they read and involve it as part of education in an educational

framework (Grabe, 2009). Reading is a significant aspects in teaching and learning process (Richards, 2015). By reading, people get some informations, learn a lot, increase the knowledge and understanding the text.

The readers usually use different strategies to read, it depends on the kind of text that they read.

Nowadays, teaching English in Indonesia has been improved with many strategies that can be applied for students. According to McGeown (2013), the students' reading strategy is important for their reading development. Teaching reading needs the effective and the interesting strategies to influence the student's reading skills (Richards, 2015). In addition, many previous related studies have found that strategy to teach reading is a key to develop the students reading skills (Kartika: 2016, Malekzadeh, B., & Bayat, A.: 2015, Parikh: 2016). However, some teachers lack a source of the strategy that should apply in teaching reading. Therefore, the teachers need to have the interesting strategies in reading classroom to facilitate the students to get a better understanding in reading. Thus, mind mapping strategy appears as one of the strategies to help the teacher in teaching reading in the classroom.

According to Malekzadeh, B., & Bayat, A. (2015), mind mapping strategy can explain the information from complex into simple by using visual and other graphics. It is a tool which is used to help the students to think and to learn easily. The term of mind mapping that was used by Buzan (1993) who explained that mind map as a cognitive content that can help the learner to comprehend the text and show themselves both verbally and visually. Using mind mapping strategy is one of the ways to teach in all graders (Emilia, 2016) including tenth graders.

In learning English, there are some types of texts. Those are narrative, descriptive, recount, report, explanation procedure, analytical exposition, and hortatory (Emilia, 2016). Some of them are learned in junior high school and senior high school. One of the texts that discussed in English Literature subject (*Inggris peminatan*) is Report Text. It is learned in the second semester of tenth graders in English literature subject of Senior High School, specifically in KD 3.8 of Indonesia Ministry of Education and Culture number 24 appendix 52. The Report Text discusses factual report of technology which focus on detail information and the generic structure of the text. The teacher feels the necessity in using mind mapping strategy in teaching Report Text for tenth graders because the students have difficulties to differentiate between Descriptive Text and Report Text. Besides, this kind of text also needs the interesting way to get the detail information of the text.

Furthermore, there are some studies which discuss mind mapping strategy in some kind of skills which are writing, reading, speaking and listening. In reading skills, some studies showed that the implementation of mind mapping strategy can increase

the students' reading comprehension (Kartika, 2016; Stefani, 2013 ; Suryani, 2015 ; Malekzadeh & Bayat, 2015), some of them showed the result by using rubric and score (Stefani, 2013 ; Suryani, 2015). On the other hand, some studies also showed that the implementation of mind mapping strategy brings benefits to students' tasks, they can organize the idea of the text in an appropriate way (Kartika, 2016; Novilasari, 2014). Those previous studies discussed the implementation of mind mapping strategy in some kinds of text. The results of each kind of text were different. However, there are only a few of studies that discuss the implementation of mind mapping strategy in Report Text. The previous study about the implementation in Report Text was conducted in quantitative research. In addition, those studies in qualitative research have not discussed the process of the implementation of mind mapping in classroom activities yet. They more focus on the students' task result.

From the explanation above, in this study, the researcher will focus on the implementation of mind mapping strategy in reading of Report Text, especially in how the process of teaching reading by using mind mapping strategy for students of tenth graders.

Furthermore, this study will answer the following questions:

1. How is the implementation of mind mapping strategy in teaching reading of Report Text?
2. How are the students' responses after the implementation of mind mapping strategy in reading of Report Text?

The results of this study are hoped to be used for theoretical and practical significance. Theoretically, this study is expected to give additional knowledge of the strategy which can be used in teaching reading, specifically in senior high school. This study can be used as a reference in teaching. Particularly, it can be an option which can be applied in teaching reading of Report Text by the teacher in order to help the students in their reading comprehension. Furthermore, the teacher will be able to broaden their skills in terms of teaching the students by using mind mapping strategy.

## RESEARCH METHOD

This study used qualitative research. The researcher used qualitative research to get the data on the field. The design of this research is basic interpretive studies. It provided the understanding of phenomenon by using observation. The researcher described the result of collecting the data by using words rather than the number.

The participants of this study were the English teacher named BuTitis Pawiyati R.P., S.Pd. and 36 the students of X-Social 3. This study was conducted in SMAN 1 Porong that located in Bhayangkari street number 12, Juwet kenongo village, Porong, Sidoarjo. The researcher used X-Social 3 classroom as the setting.

In this study, the researcher used some instruments which were field note, video recorder, and interview guideline which was used during the observation to gain the information about the teacher's way to teach Report Text by using mind mapping strategy. Afterwards, the researcher used questionnaire of open format questions. It used to get the information about the students' responses on the implementation of mind mapping strategy in reading of Report Text. It was distributed in 36 students of X-Social 3 in the last meeting.

For the data analysis, the researcher used some steps from Ary et al., (2010), including familiarizing and organizing, coding and reducing, and interpreting and representing.

## RESULT AND DISCUSSION

### Results

#### The Implementation of Mind Mapping Strategy in Teaching Reading of Report Text

The observation was conducted in three meetings those were on Tuesday 26<sup>th</sup> of February, Friday 15<sup>th</sup> and 29<sup>th</sup> of March. The role of the researcher was only as an observer. In implementing mind mapping strategy in teaching reading of Report Text, the teacher used *RPP* (lesson plan) to guide her teaching and learning process in the classroom, in which scientific approach was applied in her lesson plan. It consisted of pre-activities, whilst-activities and post-activities.

In first meeting, the teacher started the lesson by greeting, praying together and checking the students' attendance list. Then, she reviewed the material/chapter that already learnt before.

After that, the teacher brainstormed the students about the example of technology devices and their function by showing some pictures. She asked the students about what the pictures were. Then, the teacher asked the three students to come forward to hold on the picture, one student hold one picture which was about the example of technology. From that picture, the teacher asked the other students ideas about the function of those technologies. After asking the students, she guided the students to guess what they were going to discuss, some of them gave their opinions and the teacher explained the purpose of the study that day. It was about factual report of technology devices (Report Text).

Furthermore, in whilst-activities, the teacher started to make mind mapping in guiding the students to find the general information from Report Text. The teacher made five branches on the white board named with "definition", "uses", "history", "physical feature" and "qualities" of the devices in each branches. Those branches were used to find the general information and the social function of the Report Text. The teacher explained how to fill the branches in one by one.

Afterwards, the teacher asked the students to work in group consisted of 2-3 students. There were twelve groups. Then, she distributed the text as a learning sheet about factual report and a blank color paper to each group. The teacher asked the students to make mind mapping based on the information of the text. They should make five branches of mind map related with the topic. The teacher now explained more about how to make mind mapping based on the text. She explained about how to put the information inside the text into mind mapping because the sentence that should be written in the mind map should be the point of the text in form of phrases. Then, the students did it in group in fifteen minutes. They read the text, then, they started to draw the mind mapping. When the students did it, the teacher checked the students' task progress and gave them the sign in their paper.

Afterwards, in post-activities, the result of group work discussion (their mind map) should be submitted that day. Before time was up, the teacher reviewed the material that had been learnt that day. The students were very active to answer it. At 08.00 a.m the class was end.

Moreover, in the second meeting, on the beginning of the lesson, the teacher prepared the materials. Afterwards, she asked the students to gather with the same group members that they had in the last meeting. Then, the teacher reviewed the material that was given in the last meeting about general information and social function of technology devices in Report Text by using five branches that was already given in previous meeting and she related it with the material that would be learnt in that day.

In whilst-activities, the teacher explained about the structure of Report Text by using mind mapping strategy. She used five branches of mind mapping to guide the students to find generic structure of Report Text. First, she presented a topic entitled computer. Next, the teacher divided those branches becomes to two parts, the first part consist of "definition" and the second part consist of "uses", "history", "physical feature" and "qualities" of the devices. She put the first part in the left side and the second part in the right side. Afterwards, the teacher explained that those were the generic structure of Report

Text which consists of “general classification” in the left side and “description” in the right side.

After the students understood about the structure of Report Text, then the teacher gave them the exercise. All of the groups had the same topic, it was about camera. The teacher asked to the students to make mind mapping again, because this strategy can help them to find the generic structure of the Report Text.

The students started reading the text and made mind map at 08.40 a.m., they should do this task in thirty minutes, so at 09.10 a.m, they should finish their works. They read in silent way, then they discussed with their group members. After discussing, they write the result of their discussion in the mind mapping. Then, the teacher asked the students to present their work in front of class. Before that, she explained how to present it which was about the time, the way and the score related with their performances.

After all of the students performed in front of class, the teacher mentioned the score which was got by each group. Furthermore, the teacher reviewed the material that was already learnt that day. The teacher ended the class at 09.30 a.m..

Furthermore, in the third meeting, the teacher started the lesson by greeting the students and asking them to pray, one of them leaded the pray. The teacher reviewed the material that was given in the last meeting. She asked about how to find general information, social function and generic structure from Report Text by using mind mapping strategy. When reviewing the material, the students were interactive and could remember the material that was given in the previous meetings well.

Moreover, in whilst-activities, she explained about how the way to elaborate the mind map becomes to full text. The teacher wrote the point of the text that was written in the mind mapping into a paragraph. She elaborated the phrase becomes to a sentence by adding the other information or general classification. The teacher also asked the students’ ideas to elaborate the text in order to guide the students’ understanding.

After explaining it, the teacher gave a different task to the students. First, the students were given a mind mapping about television as the topic. Every student got the same mind mapping which they had to develop into an essay. The students did it individually in an hour. When the students did the task, the teacher moved around to check the students’ process and progress.

After they finished, the students submitted the task to the teacher. The teacher would correct and score the students’ task outside the class. Then, she would announce the score that the students’ got and gave the feedback in the next meeting.

## **The Students' Responses after the Implementation of Mind Mapping Strategy in Teaching Reading of Report Text**

### **Students' Opinions on the Implementation of Mind Mapping Strategy**

Around thirty four students like to use mind mapping strategy because they can easy to understand and remember the text. They were like and happy when using mind mapping strategy. It helped them easy to understand and to remember the important information from the Report Text. Besides, this strategy also made them interested to read. They were not bored when they read the text, because they can draw mind mapping as their summary of what they read in the text. However, two students did not like to use this strategy because they felt this strategy was too complicated. They also were confused to make mind map because they did not know the meaning of the word.

### **Students' Challenges on the Implementation of Mind Mapping Strategy**

Twenty two students had no challenges in using mind mapping strategy. However, fourteen students had the challenges in using mind mapping strategy. There were finding the important information (such as finding the “history” and “qualities”), students’ education level (they were not mastering in English), and drawing the mind map.

### **The Advantages of Mind Mapping Strategy**

The students could get better comprehend in reading. Mind mapping strategy could help the students to comprehend the text effectively. The students also could gather the text into mind mapping and arranged it without too much word in the summary, so they can remember the point of the text.

Furthermore, this strategy also helped the students to get better understanding and to remember the general information, social function and generic structure of the text.

Moreover, mind mapping also could build the students’ creativities and make the students more interest to read. They can write and draw what they read in the text. They did not need to write and read the whole text, but they can take the point of the important part needed.

## **Discussion**

### **The Implementation of Mind Mapping Strategy in Teaching Reading of Report Text**

The implementation of mind mapping strategy in teaching reading of Report Text was good. All of the things that needed in the lesson were well-prepared. The

class was clean and the students were quiet. The teaching stages that the teacher applied in three meetings are in line with the stages that are suggested by Richard (2015) which consisted of pre-reading, while-reading, and post-reading.

In pre-reading, the teacher stimulated the students by giving brainstorming to the students. She guided the students by giving the real example of technology devices and introduced mind mapping strategy. Based on the interviewed with the teacher, the researcher knew that those pictures were given as a brainstorming to build the students' background knowledge before learning Report Text (factual report of technology devices). According to Fiktorius (2013), brainstorming can be used to capture the students' ideas as they are suggested before the teaching learning process. It is also in line with the lesson plan that the teacher made before the teaching learning process.

Moreover, the teacher explained the social function, the general information and the generic structure of Report Text by using mind mapping strategy. According to Murley (2007), mind mapping can be made by taking a hierarchical or tree branch format, with branching of ideas into their parts. In this research, the students used the branches to explain about the elements of Report Text. She gave the example of them by making five branches of mind mapping that consisted of "definition", "history", "uses", "physical feature" and "qualities" of the technology devices in factual report. The teacher guided the students by giving some questions as a clue to fill the mind mapping.

Furthermore, in whilst-reading stage is purposed to check the students' understanding in reading (Richards, 2015). The teacher gave the students some exercises to read some of Report Text about technology devices then they should make mind mapping based on the text that already read. They wrote the important information of the text on the mind mapping. The students did the exercise in group work. They enjoyed working in group rather than working individually because they could have discussion with their friends. This was not sequenced with the statement by Adodo in 2013 who stated that the students prefer to use mind mapping in an individual situation rather than in a group situation.

By using mind mapping strategy, the teacher could facilitate the learning process as an interesting and engaging way, this is in line with explanation by Goodnough and Woods (2002).

Afterwards, in the post-reading the students made summary from the text in group work. After they made it, they present it in front of class. It was part of classroom exercise of implementing this strategy. This statement was supported with the theory from Budd(2004) who

explained that mind mapping can be used as a classroom exercise, so it can encourage the students' learning and knowledge.

Furthermore, in the last meeting, the teacher reviewed the material that already learnt in three meetings, the students can remember the material well because this strategy helped them to memorize the material in their brain easily. It is in line with the statement by Murley in 2007 who stated that memory storage is improved as mind mapping enables all topics that related to be displayed on similar mind map, with keywords and links stated by pictures and colors.

### **The Students' Responses after the Implementation of Mind Mapping Strategy in Reading of Report Text**

#### **Students' Opinions on the Implementation of Mind Mapping Strategy**

First category was about students' opinion on the implementation of mind mapping strategy in teaching reading of Report Text. Most of the students like to use this strategy, because they can easy to understand and remember the important information from the Report Text. They also enthusiastic in the learning process, it is in line with the statement by Mento et.al in Rajapriya (2017) who stated that mind mapping can enhance the learning process. It provides a powerful system for learning which was already shown in the branches.

Furthermore, most of the students said that they felt happy after using this strategy in their readings skills. They were interested because they can summarize the text by drawing mind mapping which is in line with the findings by Kartika in 2016 who found that most students had good ability in comprehending question and summarizing reading tasks because they can answer the question completely. The students also stated that this is a unique strategy that it will be easy for them to express their own meaning and to understand the text, it is in line with the statement by Adodo in 2013 who said that students prefer to use mind mapping in an individual work rather than a group work.

#### **Students' Challenges on the Implementation of Mind Mapping Strategy**

The second category was about the challenges that faced by the students toward the implementation of mind mapping strategy. Most of the students did not have the difficulties when they using mind mapping strategy in their reading comprehension because this strategy can help them to think and to learn which is proposed with the theory by Buzan in 1993.

However, a few students felt difficult to use the mind mapping strategy in their reading comprehensions



because they did not understand about the meaning of the words or sentences and they were confused to classify the point of the text. These challenges are in line with the findings of the result by Kartika in 2016 who found that a few students had the obstacles in using mind mapping strategy because they did not know the meaning of the context and they did not like drawing something.

### **The Advantages of Mind Mapping Strategy**

In the last category that was about the advantages of mind mapping in teaching reading of Report Text. From the result, it was shown that most of the X-IPS 3 students argued that the using strategy in the reading process could help them to comprehend the text, it is supported with the statement by Richards in 2015 who stated that reading strategy help the readers to comprehend the text and make senses about it. Mind mapping strategy can help them to comprehend the text easily in the effective way which is in line with the explanation by Parikh (2016) who stated that teaching mind mapping is the effective way to get the information from the text. In addition, according to Rajapriya (2017), mind mapping strategy is an effective strategy that can apply in reading skill. Therefore, the students can use this strategy in their reading comprehension.

Moreover, they would be easy to understand and to remember the information of the Report Text about technology devices. It is related with the result of research by Stefani in 2013, she stated that the students active to give their ideas because they already understand about the topic and they can remember well. Besides, the students also could improve their memory in reading, this statement is supported by Murley (2007) who stated that memory storage is enhanced as mind mapping use in reading classroom.

Furthermore, this strategy also can help them to build their creativities. As stated by Parikh (2016), mind mapping can enhance the students' creativity and the students' logical thinking, so the students can express their creativity to make their mind mapping based on the text or other materials that they read. In addition, this strategy also as the flexible strategy to encourage the students' creativity as supported by Murley in 2007. Then, the students were more interested in reading by using this strategy because they did not need to read the whole text, but they could put the important part of the text. The students more engage to learn if they used strategy in their reading comprehension. As explained by Goodnough and Woods in 2002, mind mapping can facilitatethe learning process as an engaging and interesting way. Therefore, the students did not felt bored when they read the text.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the implementation of mind mapping strategy in teaching reading of Report Text for tenth graders in SMAN 1 Porong that could be seen from the teacher's way in teaching reading of Report Text. It can be concluded that the implementation of mind mapping strategy in teaching reading of Report Text was successful, because the teacher already prepared the things that needed and she already mastered in this strategy. The teacher applied the appropriate teaching stages in three meetings consisted of pre-reading, whilst-reading, and post-reading. The teacher guided and explained how to find the general information, social function and the generic structure in reading of Report Text by using mind mapping strategy in a good way. The interactions of the students were good because they can communicate actively with the teacher during the implementation of this strategy.

Furthermore, the students' responses on the implementation of mind mapping strategy in teaching reading of Report Text were good. They were divided into three categories which were students' opinions on the implementation of mind mapping strategy, students' challenges on the implementation of mind mapping strategy, and the advantages of mind mapping strategy.

Most of the students like to use this strategy and they were enthusiastic in the learning process. Moreover they felt happy and did not felt bored when they read the text because this strategy could help them to get better comprehend in reading and remember the text easily. Mind mapping strategy also could build the students' creativities and made them more interested to read because they could learn by drawing. However, some students had challenges to make mind map because some of them confuse to find the important information and they did not master in English. Fortunately, those challenges did not influence their ability to do mind mapping in reading of Report Text.

### **Suggestion**

The researcher of this study suggests mind mapping as a strategy for teacher in teaching reading in the classroom. The researcher also suggests for future researchers to conduct and develop this research which is related to this strategy. They may conduct in the same level or different level with different subject to teach reading in some kind of text. It can be also conducted for different skills of English, such as listening, writing, or speaking.

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